

Sallas Mahone School-Parent Compact for Second Grade

Teachers, Parents, Students – Together for Success

Goal for Student Achievement

Second students will reach the reading proficiency level of 23.

SMART Goals:SME will increase the percentage of 3rd grade students attaining a Lexile Level of 650 or above on GMAS from a baseline of 47% in 2017 to 50% in 2018.

SME will increase the percentage of grade 3-5 students scoring at proficient or distinguished on the GMAS (ELA, Math, Science, Social Studies) from a baseline of 35% in 2017 to 40% in 2018.

Sallas Mahone will:

- provide high quality curriculum and instruction in a positive learning environment that enables the students to meet the Georgia Standards of Excellence (GSE) by providing 100% qualified teachers in all classrooms who promote and challenge student learning.
- provide training sessions to develop a partnership with parents and support learning:
 - **Getting Off to a Great Start** – Parents will come to an informative session about expectations for the year and routines that need to be established early in the school year.
 - **Read Around the Campfire/Camp Read A Lot** - Students will read around a “campfire” in the classroom, then using retelling strategies, students will summarize the book to parents.
 - **Vocabulary Development and Parade**- Families will choose a new vocabulary word to create a visual for a SME parade.
 - **Winter Wonder Readers**- Students will perform for their parents holiday plays to showcase fluency and expression.
 - **Lucky Literacy Luncheon**- Parents will join their student for lunch and receive reading strategies.
- schedule parent-teacher conferences the week after report cards are released during which the compact will be discussed as it relates to the individual child’s achievement. Other conferences can be scheduled at the request of teacher or parent at additional times.
- provide parents with frequent reports on their child’s progress through digital resources, parent portal, cover sheets, and report cards.
- provide parents reasonable access to staff by email, telephone, classroom apps, newsletters, flyers, etc.
- provide opportunities for parents to volunteer and participate in their child’s school. Contact information on how to volunteer is located on the SME webpage.

***The other components of the compact will break down specific responsibilities of the teacher, parents, and students that will help your child succeed in school.**

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Teachers will:

- teach using a new Journeys Comprehensive Literacy Program.
- set up student Think Central accounts giving students access to Journeys electronic resources
- provide daily guided reading instruction for groups of children on similar reading levels.
- use reading prompts to help students monitor and correct their own reading habits.
- conference with students the grade level goals compared to their current level of each student and adjust guided reading instruction based on the reading needs of the students.
- provide parent participation opportunities to build a partnership with parents and students through parent workshops, parent conferences, multiple modes of communication, etc.
- match individual reading material to the achievement level of the readers and provide multiple reading opportunities throughout the school day.
- introduce a minimum of 5 words each week based on the selected nine weeks list for all students.
- provide daily word-work instruction that includes a variety of high frequency word activities that support individual words that each student is learning.
- monitor each student's progress on DreamBox.

Families will:

- read daily so that the child sees them as a reader.
- use the resources located on the Sallas Mahone webpage.
- reinforce daily literacy learning through Think Central.
- not tell the child a word when they read a word incorrectly but rather use a prompt such as “What can you try?” or “What would make sense?” “Does that look right?” “Does that sound right?”
- monitor the academic success checkpoints communicated through Parent Portal and assessment folders.
- support the child's learning through participating in the suggested “at home activities” provided in the weekly newsletter.
- set up a regular routine to practice reading and spelling high frequency words that have been chosen for their child.
- read to, read with, and/or monitor the amount of time their child is reading every night at home.
- monitor ongoing reading through MyON Reader.
- monitor their child's reading level (Lexile grade level band of 420 – 650) through Home Connect.
- ask their child to respond in writing to the books they are reading at home.
- set up parent account on DreamBox to be informed of your child's DreamBox data.

Students will:

- practice literacy skills through Think Central student accounts.
- try their very best to adequately show what they know on all tests, assignments, and checkpoints.
- read and write correctly the set of high frequency words given to them by their teacher. First learn to read the words. (Fluency.) Then learn to spell them.
- read and reread books within their reading level each day to become a fluent reader.
- write daily using complete sentences with correct capitalization and punctuation.
- read from their own recommended tab on MyON Reader and take comprehension quizzes.
- strive for completing a lessons at home each week on DreamBox.